

# White Paper

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Project Director: Anthony Grafton

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**Princeton University**  
**NEH Next Generation Humanities Ph.D. Planning Grant**  
**Final White Paper**  
**June 2017**

**Synopsis of Grant Activities**

Over the course of the planning grant, we focused on two main objectives: to collect insights from a diverse range of stakeholders on the state and future of graduate humanities education at Princeton University, and based on this input, to establish a key set of actionable recommendations. Throughout the academic year, accordingly, our activities had three main directions: monthly meetings with members of the Planning Grant Core Committee to examine chosen topics and themes; site visits to universities and programs engaged in innovative approaches to graduate humanities education; and focus group dinners with faculty, graduate students, graduate alumni, and potential employers.

**Meetings**

Every month throughout the 2016-2017 academic year, the Planning Grant Core Committee convened over a lunch meeting to learn about, discuss, and brainstorm possible pathways for change in a key area of doctoral humanities education. Aiming to bring together individuals from various roles across the Graduate School into one room, the Core Committee consisted of four faculty members (including our Project Director), four current PhD students (including a project-designated University Administrative Fellow), three graduate alumni, and five administrators [see *appendix A* for a full list of names, titles, and roles]. Meetings covered topics ranging from transforming the doctoral curriculum, exploring new models for humanities education, fostering a dynamic student culture, to tracking outcomes and defining success [see *appendix B* for a full list of meeting dates and topics; and *appendix C* for our monthly meeting agendas]. Additionally, as the year progressed, committee members were encouraged to weigh in on priority topics for exploration at future meetings.

In each meeting, one or two core committee members would facilitate, presenting their unique insights on the current state of graduate education as well as change already underway at the departmental-level or elsewhere. We bought each committee member a copy of Leonard Cassuto's *The Graduate School Mess: What Caused it and How We can Fix It*, and assigned relevant chapters as background reading for several meetings. Additionally, we invited guests from other universities, as well as administrators and graduate students from Princeton, to present. Together, the committee highlighted potential challenges, particularly within Princeton's specific context, as well as to brainstorm key areas and potential recommendations for future action.

## Site Visits

To best envision what might be possible at Princeton, our Core Committee looked beyond our campus to other universities and programs that have successfully implemented initiatives for humanities graduate education in the twenty-first century. Members of our Core Committee visited five sites during the course of the grant, including the Modern Language Association's Connected Academics program; UChicagoGRAD; the University of Louisville's PLAN program, UC Berkeley's D-LAB, and Stanford's Center for Spatial and Textual Analysis. During the course of these site visits, Core Committee members met with key individuals—including graduate students, faculty and administrators—at each program, learning about the unique challenges and successes of each. After the visits, committee members reported back their findings, as well as ideas as to how similar models might be implemented at Princeton.

## Focus Group Dinners

In order to include as many voices and perspectives as possible in our planning process, we held four focus group dinners throughout the year. In the winter, we held two focus groups on campus, one for humanities faculty and the other for current graduate students. In the spring, at the Princeton Club in New York City, we held two more focus groups focusing on professionalization and student outcomes, inviting humanities alumni who had pursued careers beyond the tenure track and another for potential employers. Over dinner, Core Committee members guided conversation with set but broad questions, including, for instance, at the faculty focus group, *Have you seen new forms of scholarship emerging in your discipline or at other institutions?* Or for the graduate student group, *What career paths beyond the tenure track have other students in your department pursued? And What has been/is prohibitive to your non-tenure track pursuits?* [See appendix D for complete list of questions] These conversations allowed us to gain insight into what is possible on campus, what areas of change are most desired inside and out of Princeton, as well as to locate campus partners interested in effecting change for future initiatives.

## What worked

As far as organization and management, we were successful in running thoughtful, well-organized, and informative meetings that helped us reach our overall goal. It was useful to have a grant management team that consisted of two administrators from sponsoring departments as project managers (one was the lead each semester), and one graduate student project manager. This way we split the work, and nobody felt too responsible or overloaded. Having a graduate student as a project manager was particularly beneficial: this was a learning opportunity for her, and at the same time enabled a grad student voice to be heard regularly and the student herself to be part of the project leadership. We used tools for collaboration – such as Google docs for posting and editing documents and Slack for communication – which helped the process run smoothly. Weekly management meetings helped us stay on-task. Though being part of the management team was a

considerable time commitment, it meant that we were prepared and organized and that our meetings ran smoothly. We were able to get administrative help (event planning, printing, catering, etc.) in the second semester. This allowed the project managers to focus on committee work.

In terms of the work of the committee, we feel that we reached our main goal: to convene the main stakeholders and start an informed, sustained discussion about Princeton's graduate education. All committee members appreciated the unique opportunity to gather regularly with faculty, students, alums and administrators. Monthly meetings (with lunch!) created a collegial atmosphere where members shared their own experiences and learned about the perspective of others. Many of our assumptions were challenged. It was particularly eye-opening to hear from the graduate students, and to learn about the explicit and implicit pressure not only from advisors/faculty, but about how beliefs and expectations about success are internalized and become a pervasive part of graduate student culture.

Hearing from members outside of our group, and outside of Princeton, was also important. The guests we invited to our thematic meetings always provided new insights or useful information. Our Focus Group dinners were highly successful, for both information-gathering and also to raise visibility about our topic and efforts. Providing dinner and leading small-group conversations that focused on guests telling their own stories was very effective. We were encouraged that most of our guests were eager to help more and contribute to ongoing efforts. These were excellent networking events for all members of the committee.

Site visits gave committee members the valuable opportunity to compare and contrast. Many of our ideas for implementation stem from what we saw and heard at other institutions. These visits also allowed us to bond as a group; teams of 2-4 committee members took trips out together, and got to know each other better.

### **What didn't work**

Organizationally, our monthly 90-minute meetings were packed, and we often left feeling rushed and over-saturated with information. We did not build enough time into our monthly meetings for reflection, lessons learned, and summary of research visits and focus groups. We noticed and tried to correct this mid-course: we revised three of our spring meeting topics to devote them primarily to reflection, synthesis, and discussion of next steps.

As a committee, it took some time for all members to feel comfortable with the group to speak their minds. The graduate student members in particular hesitated at first to voice strong opinions that they perceived may be unpopular with faculty or administrators. Perhaps a more structured "ice breaker" activity would have helped graduate students feel ready to express themselves sooner.

We could have had more diverse faculty representation on the committee. The faculty members who participated were invited because they are well-known advocates of broadening graduate education, and, as senior faculty, had vision, experience, and institutional knowledge. However, more recent PhD graduates, and faculty in early/less stable career positions, would have brought an important perspective to the group. It might also have been useful to include one or two post-doctoral fellows in humanities.

### **What does it all mean?**

Throughout this grant period, we heard diverse perspectives that cut across conventional boundaries (ie: faculty learned from graduate students and administrators, and we all learned from employers and graduate alumni). As noted by our project director, Tony Grafton, this planning grant was the first time he had gathered with colleagues of this diversity in one room to discuss a shared challenge. Megan Wilson, a Ph.D. candidate in English, suggested we continue a working group of this mix, meeting less frequently, but with the same purpose of addressing relevant topics and to problem solve together.

The meetings surfaced important, sometimes vexed questions: how do we go about changing a culture that continues to equate success and excellence almost exclusively to research-focused professorships? How do we resolve the “researcher vs. teacher” bias that plagues many, especially R1, institutions? Is it ethical to accept new formats for research outputs, notably dissertations, if tenure and promotion remains based on traditional monograph and article publishing? How should faculty with little experience in non-academic employment be trained to meaningfully guide and support graduate students interested in broader career paths? How do we gather and disseminate consistent and accurate metrics on graduate career outcomes to raise the profile of non-academic success?

### **How have this year’s experiences defined or altered your thinking about the problems facing doctoral education in the humanities across the country?**

To some extent, this year’s experiences confirmed our thinking about the problems that confront everyone engaged in doctoral education in the humanities. Tenure-track opportunities in a number of fields have dwindled sharply, especially in the years since the financial crash. Post-doctoral fellowships, though much more common in humanities than they were a generation ago, provide only short-term solutions and are vulnerable to changes in the policy or means of funding sources. Above all, graduate training in most departments remains focused on academic skills. Many supervisors remain convinced that students should focus exclusively during their training on gaining research skills, concentrate exclusively on finding academic employment and reject any job that is not at a research university—even as the number of such positions shrinks. Many departments record only academic placements of their PhDs, treating those who take positions of other kinds as failures. A surprising number of faculty show little awareness of the shape and nature of the current

job market: they insist, for example, that students begin applying for jobs before completing their dissertations or publishing articles, even though they are unlikely to win competitions with others who are significantly more advanced. And many departments have made little effort up to now to be transparent either about attrition during PhD training or placement at its conclusion. We suspected that these problems were widespread before we began work and our suspicions were often confirmed.

It also became clear that, as we had suspected, some of the pathways touted as possible solutions to the crisis, while important and helpful in themselves, are unlikely ever to scale up to the point where they can have major effects. Digital humanities and other alt-ac programs, for example, provide students with useful technical skills and help them master forms of work discipline not involved in traditional graduate programs. But in themselves they will not provide enough opportunities to have much impact on employment in the humanities as a whole.

On the other hand, as we examined both our own university and a number of others, it became clear that the culture of graduate education is slowly changing. Both at Princeton and elsewhere, departments are making strenuous efforts to achieve transparency in providing placement information (attrition is often harder to find out about). Senior faculty who have watched their students try to negotiate the current market, as well as junior faculty who have experienced it directly, are making more systematic efforts to prepare their students to compete effectively and alerting them that they may need to consider alternative careers. It has become better known that substantial numbers of humanists, with doctorates and without, have found highly rewarding positions everywhere from finance and consulting to the non-profit sector to teaching. Many students have found their way to career counseling and other sources of information about careers outside the tenure track, and some have found it possible to work with their advisers in pursuing these opportunities. Progress is slow but visible.

Some particular findings surprised us more. It became clear, both from conversations with our own students and from site visits, that cohort solidarity—promoting ways for students to support one another through the rigors of graduate education, the writing of dissertations and the pursuit of jobs—is vital to maintaining morale and supporting productivity. Some of the most impressive programs that we visited or learned about—for example, the University of Louisville’s PLAN program—combined focused training in skills, such as publishing scholarly articles, with meetings that promoted solidarity. But it also became clear that maintaining cohorts poses problems, as spousal needs and opportunities and the exhaustion of possibilities for teaching as students at one’s own university gradually lead senior graduate students to move away. Finding ways to keep cohort members in contact and working together looks much more important than we had realized at the outset.

So does providing opportunities for work outside the university. Again, both visits elsewhere and reports about Princeton’s own prison teaching program made clear to us that graduate students—

however engaged they are in their own work—benefit in multiple ways from organizing and being engaged in public academic programs, in every form from writing, for print or the web, to organizing computer camps for teenagers poorly served by local schools. Students who build and run such programs gain administrative skills, learn how to make cases for funding and to find audiences, and receive emotional and human rewards that their everyday work does not provide in the same way. A few graduate students find careers through these programs. Many more have their path through graduate school made more human and rewarding.

It remains clear, in the end, that communication among stakeholders—communication between graduate students and their advisors, between administrators and programs, and among students—is far less effective than it ought to be. We need to find ways to make accurate information available—and to awake student interest, which is often very slight until doctoral candidates, deep into their time in graduate school, discover the realities of the job market. But we also need to find ways to make faculty more aware of the actual contours of the market and the ways in which these seem likely to change in the years to come.

### **What's next**

The question of how and when to intervene in the graduate experience shaped our discussions in the second half of the planning grant. We resolved that at Princeton, where departments have strong local cultures and considerable curricular and organizational autonomy, major changes to graduate curriculum are unlikely, and the best strategy is to design robust co-curricular and extracurricular initiatives.

In our next steps, we will turn our focus to the following efforts: increasing faculty engagement, establishing interdisciplinary cohorts, dedicated humanities career advising, and public humanities. Dedicated leadership or “championing” from humanities departments, campus partners, and graduate students themselves is essential to continuing our momentum from this year. Advocates and proper locations for further collaborative initiatives include the Graduate School, the Humanities Council, the Office of Career Services, and the humanities departments themselves.

### **Continuing the Conversation!**

Of utmost importance is to continue bringing stakeholders together for meaningful conversation. Although we aren't formally organized as a humanities division in governance structure, we see great promise in gathering the directors of graduate studies (DGSs), job placement officers (JPOs) and perhaps other academic partners to leverage their collective wisdom and share ideas for implementation with the faculty. In Fall 2017, The Graduate School plans to host a luncheon (similar to the faculty focus group dinner) with DGSs and JPOs of all humanities departments to continue awareness-building that began this year. This will introduce a broader range of faculty to the issues and resources we all learned about this year.

## **Interdisciplinary Cohorts**

The MLA's Connected Academics program and University of Louisville's Academies inspired us to consider interdisciplinary cohorts—groups of graduate students at similar stages in their educations, convoked and led by engaged faculty--as a way to help graduate students broaden their perspective on applying advanced humanities training in future endeavors. There are multiple approaches to developing cohorts at Princeton. One option discussed was a thematic approach, with a curriculum that covers professional and career development topics such as how to publish a journal article, public speaking and community-public engagement, or exploring career options by field or position (for example the nonprofit sector or communication jobs). Another approach is building a “proseminar” around existing cohorts (such as our University Administrative Fellows, Residential Graduate Students, or affinity groups). In collaboration with various partners on and off campus, we will begin to create and pilot one or two graduate student cohorts in Fall 2017.

## **Humanities Ph.D. Career Advising and Departmental Outreach**

Increased staffing is essential for the success of any new initiative, and growing capacity in Career Services would be the most direct way to serve graduate students seeking advice and information. We will continue to advocate for another FTE in Career Services to specifically serve the graduate students in the humanities. Through direct outreach and more tailored communications to humanities graduate students, faculty, DGSs and JPOs, we hope to increase the awareness and the dissemination of information, opportunities, and resources earlier and broadly to all humanities graduate students. A dedicated humanities career advisor will be able to build upon the targeted employer outreach that we initiated this year and launch new programming using new tools such as the Graduate Career Consortium's ImaginePhD (<https://www.imaginephd.com/>). Additional ideas that would align with the Career Services role would include;

- Developing short-term experiential opportunities for broader career exploration and forming partnerships with key campus partners such as Princeton's Alumni Corps who offers fellowships in the nonprofit sector and short-term project based experiences through their ARC Innovators program. [http://home.alumnicorps.org/?page\\_id=125](http://home.alumnicorps.org/?page_id=125)
- Connecting potential employers and graduate students in more intimate lunch meetings during key recruiting events on campus such as the HireTigers Meetup
- Assisting departments with bringing back graduate alumni representing a broader range of career options

## **Public Humanities**

Finally, in collaboration with the Council for the Humanities, we will consider opportunities to engage a greater number of graduate students in public humanities. Developed as either a thematic focus for a cohort, or as a dedicated fellowship, this initiative will connect graduate student's



research to audiences beyond academia and give them real-world experience in nonprofit, government and community organizations.

These main ideas will form the core of our NEH Implementation Grant proposal, which we anticipate writing during the summer 2017. Should there no longer be funding available through the NEH Challenge Grant, we will prioritize these initiatives and seek alternative ways to secure the resources necessary for implementation.

## **Appendix A - Core Committee Members**

### ***Project Director***

Anthony Grafton, Henry Putnam University Professor History

### ***Project Co-Managers***

Amy Pszczolkowski, Assistant Dean for Professional Development, Office of the Dean of the Graduate School

Natalia Ermolaev, Assistant Director, Center for Digital Humanities

Casey Hedstrom, University Administrative Fellow, 4th year PhD Candidate, History

### **Faculty**

Sarah-Jane Leslie, Class of 1943 Professor of Philosophy; Director, Program in Linguistics & Program in Cognitive Science

Robert Kaster, Kennedy Foundation Professor of Latin Language & Literature; Professor of Classics

William Gleason, Professor of English; Chair, English Department

### ***Current Graduate Students***

Philip Gleissner, 5th year PhD Candidate, Slavic Languages & Literature

Kurt Karandy, 4th year PhD Candidate, Religion

Meagan Wilson, 5th year PhD Candidate, English

### ***Graduate Alumni***

Sara Ogger \*00, Executive Director, New York Council of the Humanities

Jason Pedicone \*13, Director, Paideia Institute for Humanistic Study

Matthew Krumholtz \*15, Director of Strategic Initiatives, The Huffington Post

### ***Administration***

Cole Crittenden \*05, Deputy Dean of the Graduate School, Office of the Dean of the Graduate School

Kathleen Crown, Executive Director, Council of the Humanities

Jean Bauer, Associate Director, Center for Digital Humanities

## Appendix B - Meetings & Topics

### ***Kick-Off Meeting (September 20, 2016)***

#### ***Topic 1: Transforming the Doctoral Curriculum (October 25, 2016)***

Meeting Facilitator – Cole Crittenden, Deputy Dean of The Graduate School

Guest: Christine Murphy, Assistant Dean of Academic Affairs, Graduate School

##### **Overview:** Cole Crittenden

- a. Departmental offerings
- b. University-wide offerings
- c. CPT examples from Philosophy and Music
- d. Peer Institutions – model of curricular changes

##### **Individual Development Plans (IDPs)**

- e. myIDP, Chemistry example: Christine Murphy
- f. ImaginePhD Project: Casey Hedstrom

#### ***Topic 2: New Models for Humanities Scholarship (November 15, 2016)***

Meeting Facilitators: Jean Bauer, Associate Director, CDH; Natalia Ermolaev, Assistant Director, CDH

Guest: Mark Algee-Hewitt, Assistant Professor (English) and Co-Director of the Stanford Literary Lab, Stanford University

Advance reading: *The Graduate School Mess* by Leonard Cassuto, pp 130-143.

##### **Humanities scholarship in graduate school and beyond**

- a. Trends, directions, new models
- b. Rethinking the doctoral dissertation
- c. The experience at Stanford
- d. Current PU dissertation policies, practices, precedents

#### ***Topic 3: Fostering a Dynamic Humanities Graduate Student Culture (December 13, 2016)***

Meeting Facilitator – Sarah-Jane Leslie, Professor of Philosophy; Director, Program in Linguistics;

Director, Program in Cognitive Science

##### **Overview – Sarah-Jane Leslie**

- a. Princeton University Culture- What makes Princeton unique?
- b. Faculty perspectives on unique academic departmental culture

##### **Graduate Student Perspectives on Departmental Culture**

- a. Kurt Karandy, Religion
- b. Casey Hedstrom, History
- c. Philip Gleissner, Slavic Languages and Literatures
- d. Megan Wilson, English

***Topic 4: Innovations in Teaching and Pedagogy (January 19, 2017)***

Meeting Facilitator – Jason Pedicone (Director, Paideia Institute for Humanistic Study)

Guest: Sarah Schwarz (McGraw Center for Teaching and Learning)

Advance reading: Chapters 1 and 2 from *The Graduate School Mess* by Leonard Cassuto.

**Overview:** Jason Pedicone

**Current initiatives and plans for future work at Princeton:** Amy P., Sarah

***Topic 5: Mid-Grant Recap (February 23, 2017)***

Meeting Facilitators: Casey, Amy, Natasha

**Mid-grant recap**

- a. Emerging themes from meetings, focus groups, site visits
- b. Overview of reports from other NEH Next Gen PhD grant recipients

**Discussion**

- a. Other observations/emerging themes
- b. Next steps: Priorities, action items
- c. Next steps: topics for next meetings? Council for Humanities, Career Services
- d. [NEH Next Generation PhD Implementation Grant](#) Due Nov. 29

***Topic 6: Internships and Experiential Learning (March 9, 2017)***

Guests: Rachel Jimenez (Associate Director, Internships & Experiential Education, Career Services),

Susanne Killian (Associate Director, Graduate Student Career Advising, Career Services)

**Experiential Learning at Princeton - Career Services Initiatives**

- a. Princeternship Model: Rachel Jimenez
- b. Options at graduate level: Susanne Killian

**Models and other options:**

- a. MLA's Connected Academics: Matt Krumholtz

***Topic 7: Cohorts and Communities (April 20, 2017)***

Guests: Colette Johnson, PhD Candidate in English, Mary Naydan, PhD Candidate in English,

Ariana Myers, PhD Candidate in History, Natalie Berkman, PhD Candidate in French and Italian

**Current Graduate Student Cohorts**

- a. Humanities in Action: Colette Johnson, Mary Naydan
- b. Graduate History Association: Ariana Myers
- c. MLA Connected Academics: Natalie Berkman

**Post-generals cohort at Princeton**

- a. Public Humanities: Sara Ogger
- b. Humanities Council's role: Kathy Crown

***Topic 8: Tracking Career Outcomes and Defining Success (May 18, 2017)***

Guests: Eva Kubu, Director of Career Services, Jed Marsh, Vice Provost for Institutional Research

**Tracking Career Outcomes at the Graduate School**

- a. Data gathering & reporting humanities grad careers at Princeton: Past and Context: Cole Crittenden
- b. Consolidating efforts: Undergrad Senior Survey Career Outcomes Data project as a model: Eva Kubu
- c. Role of Institutional Research: Jed Marsh
- d. Current initiative: PhD Career Outcomes Project: Amy P.
- e. Group discussion

## Appendix C - Site Visits

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### Connected Academics Program, Modern Language Association (November 2, 2016)

**MLA hosts:** Steve Olson & Stacy Hartman

**Princeton University NEH Core Committee Members:**

Site co-leader, Matthew Krumholtz, Founder & CEO, MKImpact, LLC  
Site co-leader, Bill Gleason, Professor of English (tentative)  
Sarah Ogger, Executive Director, NY Council for the Humanities  
Kurt Karandy, Ph.D. Candidate, Department of Religion  
Hayley Hedgpeth, Employer Outreach Coordinator, Office of Career Services  
Jason Pedicone, co-Founder and President, The Paideia Institute

**Schedule:**

10:00 am – Introductions

10:15 am – MLA Connected Academics Overview/Participant Discussion

11:00 am – Q & A and open discussion

***Discussion Questions:***

1. What have been the greatest learnings and outcomes from the Connected Academics program?
2. How have MLAs' ideas been implemented for re-envisioning the future of the humanities PhD?
3. What is the future of the Connected Academics program? How might it expand or scale up?
4. How have literature departments experimented with supporting broader career horizons for their graduate students, and what are the most innovative trends you've seen in this regard?
5. What patterns have you observed among applicants to the Connected Academics program and among accepted fellows?
6. How much administrative and financial support is required to implement a program of this scale?

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### UChicagoGRAD, University of Chicago (November 4, 2016)

**Chicago hosts:**

Brooke Noonan, Executive Director of UChicagoGRAD Experience

Courtney Wiersema, Assistant Director, GRAD Career Development, Humanities Advisor

Mike Tessel, Director of GRAD Career Development and Employer Relations

Alyssa Laskowski, Assistant Director, GRAD Employer Relations

Debbie Nelson, Associate Professor of English, Project Director, NEH Implementation Grant

**Princeton University NEH Core Committee Members:**

Site Leader, Cole Crittenden, Deputy Dean of the Graduate School

Hayley Hedgpeth, Employer Outreach Coordinator, Office of Career Services

Casey Hedstrom, NEH Planning Grant Project Manager, Ph.D. Candidate in History

**Schedule:**

10:00 am – Meet with Brooke Noonan

10:00 am – Meet with Courtney Wiersema

12:00pm – Lunch with Debbie Nelson, Brooke Noonan, and Courtney Wiersema

1:00pm – Meet with Mike Tessel and Alyssa Laskowski

**Discussion Questions:**

1. What motivated the change to a system of advising along divisional boundaries, and what specifically does this system offer the humanities?
2. How much administrative and financial support is required to implement and sustain a program of this type and scale?
3. What has been the most successful initiative within the PATHS program? Have you found that students are more interested in the First Year Series or the Short Courses?
4. What patterns have you observed among graduate students, both those in the humanities and others, who are using the new advising model and PATHS more generally?
5. Have you considered making elements of the PATHS program mandatory or part of required coursework or degree requirements? Why or why not?
6. Has the new model had an effect on other services you offer to graduate students (especially those in the humanities) through UChicagoGRAD?
7. Have you found that the early professional development within the PATHS program – StrengthsQuest and the IDP – has led to more open conversations with faculty about alternative career tracks? Has the culture around academic careers shifted since implementation began?
8. What other initiatives or ideas are you implementing or considering for your humanities Ph.D. programs and the services you offer them?

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**PLAN program, University of Louisville** (January 17, 2017)

**Louisville hosts:**

Beth Boehm, Vice Provost for Graduate Affairs, Dean of the School of Interdisciplinary and Graduate Studies, Professor of English

Michelle Rodems, Associate Director for Graduate Student Professional Development

**Princeton University NEH Core Committee Members:**

Anthony Grafton, the Henry Putnam Professor of History and project director

Amy Pszczolkowski, Assistant Dean for Professional Development

Hayley Hedgpeth, Employer Relations

**Schedule:**

9:30 am - Meeting with the Faculty, Houchens 105

Cara Cashon, Associate Professor, Psychology

Eileen Estees, Assistant Professor, Art Therapy

Cate Fosl, Associate Professor, Women's and Gender Studies, and Associated with the History Department / Director of the UofL Anne Braden Institute for Social Justice Research

George E. Higgins, Professor, Criminal Justice

Gregory Hutcheson, Associate Professor, Modern Languages

Diane Pecknold, Associate Professor, Women's and Gender Studies

David M. Simpson, Fifth Third Bank Professor of Community Development  
Department Chair, Urban and Public Affairs

11:15 am - Meeting with the Career Center, Houchens 105

Trey Lewis, Director of the Career Center

12:30 pm - Lunch Meeting with Graduate Students, *University Club President's Room*

Keri Mathis, doctoral student in Rhetoric and Composition

Laura Matravers, doctoral student in Rhetoric and Composition

Femmy Rose, doctoral student in Humanities

#### **Questions- Graduate School:**

1. What have been the greatest learnings and outcomes from the PLAN program? How do you measure success?
2. Has Louisville's PLAN program implemented or offered anything specific to the humanities PhD?
3. What patterns have you observed among graduate students using PLAN programs and resources?
4. How much administrative and financial support is required to implement a program of this scale?

#### **Questions: Faculty:**

1. What does your department currently do to prepare graduate students for the job market (curricular, co-curricular and extra-curricular)?
2. Have you observed trends or changes in your conversations with graduate students around their career interests? What are the trends you are seeing in your department? How has your department addressed them?
3. Have you tried to create a culture that supports a wide range of career options? If so, how has that been accomplished?
4. Are there barriers that hinder graduate students from pursuing the full range of career opportunities that appeal to them? If so, are there ways we might reduce those barriers?



**Questions: Career Services**

1. Does your center support the career development of graduate students? How so?
2. What trends are you seeing in usage of your center services by graduate students?
3. How are you addressing the growing need for more support for graduate students in this area?

**Questions: Graduate Students**

1. What career paths beyond the tenure track would you like to pursue/have other students in your department pursued?
2. What infrastructures are in place to support these pursuits that you are aware of or have taken advantage of – in your department, within the university, outside the university?
3. What has been/is prohibitive non-tenure track career pursuits?

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**D-LAB, University of California at Berkeley (March 21, 2017 )****Berkeley Hosts:****Digital Humanities Working Group**

Scott Paul McGinnis -- PhD Candidate in History, Coordinator of the Digital Humanities Working Group, Graduate Student Researcher for DH at Berkeley and D-Lab

Janet Torres -- Ph.D Candidate in Landscape Architecture & Environmental Planning, Coordinator of the Digital Humanities Working Group.

**NEH NextGen Committee**

Adam Anderson -- Mellon Postdoctoral Fellow in the Digital Humanities and consultant at the D-Lab

Anthony Cascardi -- Dean of Arts and Humanities and Sidney and Margaret Ancker Distinguished Professor of Rhetoric

Kathleen Donegan -- Associate Professor of English

Erica Lee -- PhD candidate in the Department of History, networking lead for Beyond Academia, and Berkeley representative for Humanists@Work Graduate Advisory Committee

Laura Nelson -- Postdoctoral fellow at Digital Humanities @ Berkeley and the Berkeley Institute for Data Science

Justin Underhill -- Mellon Postdoctoral Fellow in the Digital Humanities and Lecturer in the History of Art Department

Claudia von Vacano -- Executive Director of the D-Lab and the Digital Humanities at Berkeley and PI for Berkeley's NEH NextGen PhD committee

**Graduate Division**

Linda von Hoene -- Assistant Dean for Professional Development at Berkeley's Graduate Division, and Director of the Graduate Student Instructor Teaching & Resource Center

Sabrina Soracco -- Director of Graduate Writing Center at Berkeley's Graduate Division

## **Townsend Humanities Center**

Rebecca Egger -- Associate Director, Townsend Humanities Center

John Paulas -- Director of Fellowships and Special Projects, Townsend Humanities Center

## **Beyond Academia**

Diya Das -- PhD candidate in the department of Molecular & Cell Biology, Co-director, logistics and speakers for of Beyond Academia

Jasmine Hughes -- PhD candidate in the UC Berkeley - UCSF Graduate Program in Bioengineering, Co-Director of Beyond Academia

Julia Nelsen -- PhD candidate in the department of Comparative Literature, chair of speakers, events, and media for Beyond Academia

Kate Scheibel -- PhD candidate in the department of Plant and Microbial Biology, Co-Director of Beyond Academia

Kirsten Schowalter -- PhD candidate in the department of Sociology and Demography, delegate for the Graduate Assembly, member of the 2017 Beyond Academia Conference Organizing Committee

Erica Lee -- PhD candidate in the Department of History, networking lead for Beyond Academia, Co-Director 2015-2016

## **Princeton University NEH Core Committee Members:**

Jean Bauer -- Associate Director, Center for Digital Humanities

Natalia Ermolaev -- Assistant Director, Center for Digital Humanities

William Gleason -- Professor, Department Chair, English Department

Philip Gleissner -- PhD Candidate, Department of Slavic Languages and Literatures and Graduate Fellow at the Center for Digital Humanities

Meagan Wilson -- PhD Candidate, English Department and Project Manager at the Center for Digital Humanities

## **Schedule:**

### **Digital Humanities Working Group**

10:00 am | Scott Paul McGinnis, Janet Torres

### **NEH NextGen PhD Committee**

11:00 am | Adam Anderson, Anthony Cascardi, Kathleen Donegan, Erica Lee, Laura Nelson, Justin Underhill, Claudia von Vacano

### **The Graduate Division**

1:15 am | Linda von Hoene, Sabrina Soracco

### **Townsend Humanities Center**

2:15 am | Rebecca Egger, John Paulas, Alan Tansman

## **Beyond Academia**

3:00 am | Geballe Room (Townsend Humanities Center)

### **Discussion Questions - For Berkeley's NEH Next Generation PhD Committee Members:**

1. What are the major topics for change as uncovered through your monthly meetings, site visits, and/or partnerships? Surprising findings thus far? Institutional challenges?
2. If you were to apply for an implementation grant, what specific programs and initiatives would you request to be funded?
3. Given the current untenable state of NEH funding, how will you approach implementing the institutional recommendations at the end of this grant cycle?

### **For the Digital Humanities Working Group, The Graduate Division, Townsend Humanities Center**

1. What career paths have you observed over the last years among graduate students? Have graduate curricula developed ways to accommodate, encourage or facilitate broader career options for graduate students?
2. How does your program encourage diverse career trajectories? What kinds of graduate mentoring, professional development programs, and/or networking opportunities are available?
3. How do you view your position in graduate education and professional development vis-a-vis traditional disciplinary departments? How do you advocate change to them?
4. How significant is the gravitation of PhDs toward industry jobs? What measures does the university take to leverage these opportunities?
5. What are the major topics for change as uncovered through your monthly meetings, site visits, and/or partnerships? Surprising findings thus far? Institutional challenges?
6. If you were to apply for an implementation grant, what specific programs and initiatives would you request to be funded?
7. Given the current untenable state of NEH funding, how will you approach implementing the institutional recommendations at the end of this grant cycle?

### **For the Digital Humanities Working Group, The Graduate Division, Townsend Humanities Center**

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3. How do you view your position in graduate education and professional development vis-a-vis traditional disciplinary departments? How do you advocate change to them?

4. How significant is the gravitation of PhDs toward industry jobs? What measures does the university take to leverage these opportunities?

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**The Center for Spatial and Textual Analysis, Stanford University (March 22, 2017)****Stanford Hosts:**

Brian Johnsrud (Co-Director, Poetic Media Lab)  
Helen Doyle (VPGE)  
Anaïs St Jude (BiblioTech)  
Elaine Treharne (Director, CESTA)  
Celena Allen (Manager, CESTA)  
Gabriel Wolfenstein (Research and Scholarship Manager, CESTA)  
Clayton Hurd (Haas Center);  
Roland Green (Arcades Project)

**Princeton University NEH Core Committee Members:**

Jean Bauer -- Associate Director, Center for Digital Humanities  
Natalia Ermolaev -- Assistant Director, Center for Digital Humanities  
William Gleason -- Professor, Department Chair, English Department  
Philip Gleissner -- PhD Candidate, Department of Slavic Languages and Literatures and Graduate Fellow at the Center for Digital Humanities  
Meagan Wilson -- PhD Candidate, English Department and Project Manager at the Center for Digital Humanities

**Schedule:**

9:00 am - Welcome & Tour of @CESTA (Fourth Floor, Wallenberg Hall (Bldg. 160) [map](#))  
9:30 am - CESTA'S Grad Programming & Mission  
11:30 am - PhD Job Placement and Alt-ac Careers  
12:30 pm - Lunch (location TBD)  
1:45 pm - Public Scholarship, Policy, and Social Justice  
3:00 pm - Closing Discussion

**Discussion Questions:**

1. How do you view your position in graduate education and professional development vis-a-vis traditional disciplinary departments?
2. How does your program take into account diverse career trajectories – in graduate mentoring and professional development programs?
3. What career paths have you observed over the last years among your graduate students? Have graduate curricula developed ways to accommodate, encourage or facilitate broader career options for graduate students?

4. How significant is the gravitation of PhDs toward industry jobs? What measures does the university take to leverage these opportunities? (I can imagine that the reality is that is just happens and they don't really do much)
5. An increasing number of Princeton grad students is interested in public scholarship, policy advising, non-university teaching and social justice. In what ways can a university support and foster these kinds of activity? How can it value them in the framework of graduate curricula, funding and evaluation?

## **Appendix D - Focus Group Dinners and Attendees**

### **Faculty Focus Group**

December 5, 2017

#### **Questions:**

1. Have you seen new forms of scholarship emerging in your discipline or at other institutions? If so, what are some examples?
2. What have you observed in your conversations with graduate students around their pursuit of the job market?
3. Should we try-- can we try-- to create a culture that supports a wide range of career options?
4. Are there barriers for graduate students pursuing the full range of career paths?

#### **Participants:**

Sarah-Jane Leslie, Class of 1943 Professor of Philosophy, Director of the Program in Linguistics, Director of the Program in Cognitive Science

Beatriz Colomina, Professor, History and Theory of Architecture, Director of Graduate Studies, Ph.D. Program, Director of the Program in Media and Modernity

Michael Koortbojian, M. Taylor Pyne Professor of Art and Archaeology, Department Chair

Carolina Mangone, Assistant Professor of Art and Archaeology

Charles Barber, Professor of Art and Archaeology

Andrew Watsky, Professor of Art and Archaeology

Joshua Katz, Cotsen Professor in the Humanities, Professor of Classics

Andrew Feldherr, Professor of Classics, Department Chair

Robert Kaster, Kennedy Foundation Professor of Latin Language and Literature, Professor of Classics

Tom Hare, William Sauter LaPorte '28 Professor in Regional Studies, Professor of Comparative Literature

Eileen Reeves, Professor and Chair of Comparative Literature

Eric Gregory, Professor of Religion, Chair of the Council of the Humanities

Thomas Conlan, Professor of East Asian Studies and History, Department Director of Graduate Studies

Martin Kern, Professor of East Asian Studies, Department Chair

Bill Gleason, Professor and Department Chair of English

Brigid Doherty, Associate Professor of German and Art and Archaeology

Anthony Grafton, Henry Putnam University Professor of History

Jeremy Adelman, Henry Charles Lea Professor of History

Angela Creager, Thomas M. Siebel Professor in the History of Science

Michael Gordin, Rosengarten Professor of Modern and Contemporary History, Director of Graduate Studies, Program in the History of Science

Wendy Heller, Professor of Music and Director of the Program in Italian Studies

Judith Weisenfeld, Agate Brown and George L Collord Professor of Religion, Acting Department Chair

Olga Peters Hasty, Professor of Slavic Languages and Literatures

Susan Stewart, Avalon Foundation University Professor of the Humanities and Director, Society of Fellows in the Liberal Arts

Rachel Price, Associate Professor of Spanish

Wendy Belcher, Associate Professor of Comparative Literature and African American Studies

### **Graduate Student Focus Group**

December 15, 2016

#### **Questions:**

1. What career paths beyond the tenure track would you like to pursue/have other students in your department pursued?
2. What infrastructures are in place to support these pursuits that you are aware of or have taken advantage of - in your department, within the university, outside the university?
3. What has been/is prohibitive non-tenure track career pursuits?
4. What would you like to change in your program in order to accommodate the professional development needs of yourself and your colleagues?

#### **Participants:**

Casey Hedstrom, History

Elias Kleinbock, Comparative Literature

Raissa von Doetinchem de Rande, Religion

Kimberly Hassel, East Asian Studies

Colette Johnson, English

Jessica Terekhov, English

Marcia C. Schenk, History

Julia Grummitt, History

Meagan Wilson, English

Melanie Mohn, English

Elizaveta Mankovskaya, Slavic Languages and Literature

Megan Gilbert, East Asian Studies

Mary Naydan, English

Cate Reilly, Comparative Literature

Rachel Bergmann, Comparative Literature

Colin Bradley, Philosophy

Ina Simova, Comparative Literature

Brahim EL Guabli, Comparative Literature

Aarthy Vaidyanathan, Philosophy

Sophia Nuñez, Spanish and Portuguese

Kurt Karandy, Religion  
Philip Gleissner, Slavic Languages and Literature

### **Graduate Alumni Focus Group**

March 16, 2017

#### **Questions:**

1. How has your advanced degree helped you in your career path?
2. Outside of your research, what professional development and/or extracurricular activities did you take advantage of at Princeton? What professional development opportunities do you wish you had as a graduate student?
3. Reflecting on your graduate education, what would you introduce into the curriculum that would prepare graduate students to think about and pursue intellectual work outside the academy?
4. What can faculty, other mentors, departments, and institutions do to improve graduate education for diverse career opportunities in the 21st century?
5. How did you find your current position?
6. Would your organization or others you are aware of be open to hosting Princeton graduate students for experiential learning opportunities, for example, internships, site visits, shadowing, etc.?

#### **Participants:**

David Anderson \*80, Director, EisnerAmper LLP  
April Armstrong \*14, Special Collections Assistant, Princeton University  
Diana Borroughs \*83, Director, Marlborough Gallery  
Adrian Carr \*14, Professor, SUNY Plattsburgh  
Catherine Carsley \*93, Professor of English and Coordinator of the Liberal Studies program, Montgomery County Community College  
Cole Crittenden \*05, Deputy Dean of the Graduate School, Princeton University  
Maayan Dauber \*15, Manager, Patron Programs, Brooklyn Academy of Music  
Marsha Dubrow \*77 \*01, The Dubrow Group  
Carrie Eisert \*12, Policy Analyst, Amnesty International  
Shelley Frisch \*81, German Translator  
Arlyss Gease \*16, AV&Co  
Evan Hepler-Smith \*16, Environmental Fellow, Harvard University Center for the Environment  
Katharina Ivanyi \*12, Assistant Professor, Columbia University  
Adam Jackson \*09, Consultant, Product Manager and Strategist  
Kiki Karoglou \*05, Assistant Curator, The Metropolitan Museum of Art  
Ann Kirschner \*78, Special Advisor to the Chancellor, City University of New York  
Matthew Krumholtz \*15, Director of Strategic Initiatives, The Huffington Post  
Nicolas L'Hermitte \*16, Freelance Consultant  
Kerstin Larsen \*88, Assistant Vice President for Development, Princeton University  
Larry Miller \*84, Attorney, Feder Kaszovitz LLP



Sara Ogger \*00, Executive Director, Humanities Council of New York

## **Employer Focus Group**

April 27, 2017

### **Questions:**

1. What are your perceptions of hiring a Princeton humanities Ph.D. for a role in your organization?
2. Have you hired a humanities Ph.D.? Were there good outcomes? If so, what are they?
3. What are the challenges of hiring a Ph.D. as they may be transitioning into a non-academic work culture for the first time? In the job interview process? In the transition to new ways of organizing work?
4. Have you found value-added in hiring a Ph.D. over a M.A./B.A. candidate?
5. What are the top skills you look for in hires? Which of them do PhDs have? Where are the gaps?
6. How could Princeton partner effectively with employers to better educate our graduate students for a changing job market?
7. What are the top roles for someone with a Ph.D. level of education that you foresee hiring for in the future?

### **Participants:**

Matthew Krumholtz, The Huffington Post

Kevin O'Neil, The Rockefeller Foundation

Greg Rosalsky, New York Public Radio

Jessica Lautin, Gallagher & Associates

Susanne Killian, Princeton Career Center

Mirela Tzoneva, The Boston Consulting Group

Jeff Johnson, Deloitte

Rachel Bernard, American Council of Learned Societies

Tim West, Educational Testing Service

John Reuland, Taft Communications

Stacy Hartman, Modern Language Association

Cheyenne Lanzara, The Boston Consulting Group

Kelly Freidenfelds, Princeton University, Corporate Engagement and Foundation Relations

Lisa Dowd, Whitney Museum of American Art

Kelly Baum, The Metropolitan Museum of Art

Evelyn Frangakis, New York Public Library

Sharon Dunn, New-York Historical Society

Funke Sangodeyi, ReD Associates

Barbara Elkins, Educational Testing Service

Deirdre Ryan, JSTOR/ITHAKA

Katie Bollom, Christie's

## **Appendix E - NEH Next Gen Humanities Ph.D. Planning Grant Presentations On-Campus**

April 7, 2017 - Graduate School Dean's Leadership Council meeting

June 1, 2017 - Association of Princeton Graduate Alumni Board Meeting